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ABSTRACT

This document consists of two booklets, one for teachers and one for students. These booklets are part of the Elementary School Program of Junior Achievement, Inc. where students learn about their roles as individuals, workers, and consumers. The booklets are designed to provide practical information about family members and their interdependence. A master list of materials needed and suggestions on how to conduct each lesson are included. The lessons include: (1) "Our Families"; (2) "Our Families' Needs and Wants"; (3) "Finding Our Families' Needs and Wants"; (4) "Our Families' Jobs"; and (5) "Our Families' Tools." The student materials are accompanied by: an audio tape, "Talking Tools"; a letter to parents; a booklet titled "Our Families," and accompanying stickers for lesson 1; a needs and wants worksheet, flash cards, and pictures for lesson 2; a worksheet, map symbols, and map symbol stickers for lesson 3; a book cover and job scenes for lesson 4; pictures, flash cards, and label for lesson 5; a "Junior Journal"; and a "Certificate of Achievement." (EH)

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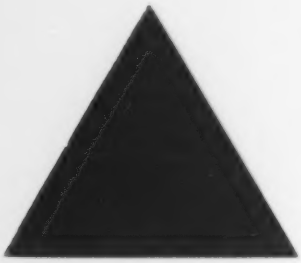

Junior Achievement®

Guide for Consultants and Teachers

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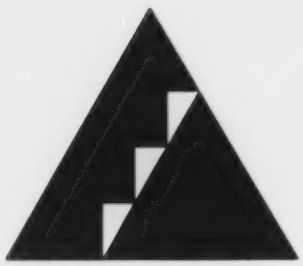

Junior Achievement®

Guide for Consultants and Teachers

OUR FAMILIES®

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Colorado Springs, Colorado

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Foreword

Junior Achievement Inc. is a not-for-profit organization financed by over 100,000 businesses, foundations, and individuals. The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

Since its founding in 1919 by Horace A. Moses, president of Strathmore Paper Company (Springfield, Massachusetts), Junior Achievement has contributed to the business and economics education of young people in 3,300 communities in the United States and other countries. In the United States, over 57,000 volunteers present Junior Achievement programs each year.

Junior Achievement programs for kindergarten through grade 12 include the following:

- **The Elementary School Program** is an economics and business curriculum for students in kindergarten through grade six. Participants learn about the roles they play as individuals, workers, and consumers. Through lively discussions and activities, the students discover how basic economic concepts apply to their lives–today and in the future. Like Junior Achievement's other programs, the Elementary School Program is presented by Junior Achievement volunteers, with support from classroom teachers.

- **The Middle Grades Program** is an in-school, economics and business curriculum for seventh-, eighth-, and ninth-grade students. It is organized around three major themes: *Personal Economics*, *Enterprise in Action*, and *The International Marketplace*. A business volunteer, who is a role model for the students, presents eight to 10 activities on one theme.

- **Economics** is an in-school, one semester course introducing economics to high school sophomores, juniors, and seniors. The students use a textbook, a study guide, and computer software developed and produced by Junior Achievement. Theoretical concepts are enriched by the experience of organizing and operating a "student company," by a computer management simulation, and by weekly visits from a business volunteer.

- **The Company Program**, the original Junior Achievement program, provides high school students with practical business experience through the organization and operation of a business enterprise. With the assistance of business volunteers, the students gain insights into the complexities and rewards of the American economic system.

- **The Company Masters Program** provides an opportunity for students to extend their Junior Achievement learning experience. Through a simulation, students solve business problems and develop business leadership skills.

All Junior Achievement programs are field tested in classrooms and updated in response to comments from teachers, students, and consultants. Each program is evaluated by an independent research firm. The results of these evaluations are used to revise and improve the instructional materials.

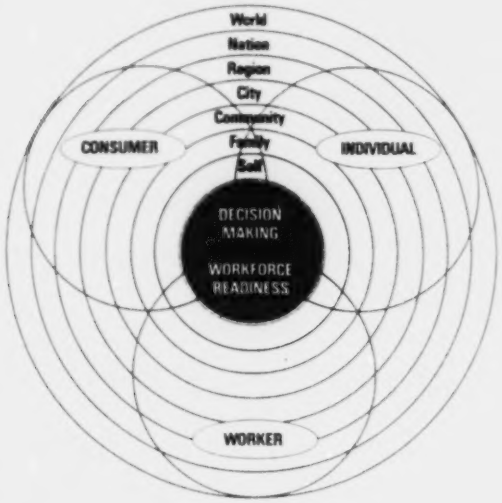
Junior Achievement Inc.
One Education Way
Colorado Springs, CO 80906

Program Overview

The Elementary School Program shows elementary school students the relevance of education to the workplace through a sequential business and economics curriculum. Its sequential approach helps the students understand their economic world and prepares them for academic learning and lifelong achievement. With a variety of hands-on activities delivered by a volunteer role model, students will better understand the relationship between what they learn in school and their successful participation in our economy.

Themes

The Elementary School Program is built on major organizing concepts appropriate for the elementary grades. The students will learn business and economic concepts and skills at each grade level that build on those taught in preceding grades. The illustration below shows the roles of the students, the context in which these roles are played, and the skills needed for successful participation in the free enterprise system.



Three important roles we assume in order to become contributing members of society are those of INDIVIDUAL, WORKER, and CONSUMER. The individual develops personal characteristics including a sound self-concept, taking responsibility, cooperating with others, and setting personal goals. The worker learns the value and importance of work, kinds of work people do, and employers' expectations. The consumer decides how to allocate scarce resources.

The framework in which these roles are carried out is the community. The community is an ever-expanding environment in which the students move from the immediate, concrete environment to a more global, abstract environment.

The skills needed to successfully operate within the economy are represented by DECISION MAKING and WORKFORCE READINESS. The decision-making skills represent a logical analysis of economic issues. Workforce-readiness skills represent those skills which enable the worker to adapt to workplace demands and expectations.

Goals

Our Families is designed to provide practical information about family members and their interdependence.

The goals of *Our Families* are to

- supplement the elementary social studies curriculum with business and economics-related skills and concepts.
- help the students better understand what constitutes a family.
- help the students understand the difference between a need and a want.
- increase the students' knowledge of places that provide a family's needs and wants.
- help the students become more aware of the types of jobs family members hold.
- heighten the students' awareness of how each person contributes to the well-being of the family.
- make the students aware of the importance of education for future career development.

Dear Consultant:
Junior Achievement appreciates the commitment you have made to the program's success. We are certain you and your students will find this program to be an informative, worthwhile, and enjoyable experience.

Program Materials

Each kit contains the materials you will need to successfully conduct the program. Please review all of the materials, and call your local Junior Achievement office if your kit is incomplete.

Guide for Consultants and Teachers

Each kit contains two guides. The guide for the teacher is in the Teacher Envelope. The guide's features are designed to keep your preparation time minimal.

Master List of Materials–The program requires that students use hands-on materials, so you will need to spend some time reviewing and organizing the materials prior to most classes. For your convenience, a master list of materials is provided.

Pre- and Post-program Questionnaire–Use before and after the series of activities to determine the level of student understanding.

Symbols–The symbol indicates that the information is primarily for the teacher, but consultants also may use the materials and teaching ideas.

The symbol indicates options for delivery.

Activity Plans

Overview–A summary of the activity is provided for consultants and teachers.

Objectives–Learning outcomes state skills and knowledge students will gain from each activity.

Preparation–Tips for getting ready for each session are provided here.

Time–Average time for the activity is 30 minutes.

Vocabulary–A list of the vocabulary words introduced in the activity is provided here. To ensure students' success, the teacher should review the vocabulary words with the students before each activity.

Materials–This section lists the materials needed for the activity. Supplementary materials may not be provided.

Presentation–This detailed script guides consultants through the activity and discussion, ensuring a smooth presentation of objectives. Margin notes suggest alternative strategies and give recommended time guidelines.

Summary and Review–Consultants are encouraged to reemphasize objectives before concluding each session.

Setting Personal Goals–In this section the students are encouraged to relate the activity to education goals and career opportunities.

Junior Journal Follow Up–Teacher-directed activities designed to reinforce the concepts and skills presented in the activity.

Interdisciplinary Activities–Teacher-directed activities that can extend student learning.

Certificates and Pins

Certificates of Achievement and Achievement pins for the students have been included in the kit to recognize their participation in the program. You will need to obtain an up-to-date class list from the teacher in order to complete the certificates. Please make sure you have signed each certificate and correctly spelled each student's name.

Plan with the teacher for the most effective way to distribute the certificates and/or the pins, and encourage the students to show them to their families.

Teacher Envelope

Included in your kit is an envelope that contains 1 Guide for Consultants and Teachers, 30 Letters Home, 30 Junior Journals, and 1 Comments form. Be sure to give the envelope to the teacher during your observation visit.

Preparing for Class

Schedule a class visitation and planning session with the teacher. Both visits will help you to determine the school's particular goals and objectives for the program and to learn the students' interests or needs. Discuss your program objectives with the teacher, and ask him or her about activities the students enjoy the most, their general abilities, and tips for classroom management. Give the teacher the Teacher Envelope.

Observing the Students

When you visit the classroom, remember what it was like to be in elementary school. What were your interests? What occupied your thoughts and time? How did you feel about yourself? How did you feel about adults? What were your friends like? Who were your favorite teachers? Why? How were you and your friends the same? How were you different?

It's true times have changed since you were in school, and so have the students. But not as much as you might think! If you take a few moments to answers these questions, you will be well on your way to understanding many of the students in your class.

While you are visiting the classroom, take note of the following:

- How many students are there? Knowing this will help you decide how to divide the class into small groups.
- How does the teacher encourage orderly participation? For example, do the students raise their hands? How does the teacher handle interruptions?
- What does the teacher do to make each student feel important and at ease? Is there anything you would do differently?
- Does the classroom have a clock, or will you need to bring a watch?
- Where can you display the poster and the other visuals? Will you need tape or push pins to display them?
- How is the room arranged? Will you need to move desks or chairs for any part of your presentation?
- Will you be able to count on the teacher's help? Do you see any potential problems with your presentation or with the class? Try to discuss your observations with the teacher.

The most striking aspect of your class will be the wide variation in student ability, maturity level, and interests. In fact, you will quickly discover that your students have critical social, personal, and academic needs. That is one good reason for you to approach them with sincerity and respect. Learn their names, and compliment them to encourage their participation. When appropriate, award prizes such as cookies or candy (if permitted) or novelty items imprinted with your organization's logo. Finally, relate the activities to their current and future needs; personalize everything!

Meeting With the Teacher

While you have the primary responsibility for presenting the program, the teacher is crucial to the program's success. If this is your first visit with the teacher, give him or her the Teacher Envelope. Together with the teacher, scan the overview and objectives for each activity.

Ask the teacher:

- To describe the students' interests and abilities.
- To give you ongoing feedback on how to communicate effectively with the class.
- To review or introduce concepts to prepare the students for your visits.
- To stay in the classroom during your presentations to assist and discipline the students, when needed.
- To explain school policies and communicate any schedule or calendar changes to you. (Be sure to exchange phone numbers should either of you need to contact the other outside of class.)
- To help you acquire audiovisual equipment, if needed, and assist with field trip plans, when appropriate.

Reviewing the Activities

After you have observed the students and met with the teacher, you will have the background knowledge you will need for your class visits. The steps that follow may further help you plan your visits.

1. Read each activity plan and related student materials.
2. Review the objectives. Do they complement your goals?
3. Read the preparation requirements. Will you have enough time to gather the materials?
4. Visualize yourself presenting the activities. Decide whether the presentations need to be modified to suit your style.
5. Depending on your style and the students' interest and abilities, activities may take more or less time than expected. Overplan, but know how you can abbreviate an activity, if needed.
6. How can you enrich activities by drawing on your own experiences? Develop examples that are relevant to your class.

Teaching Techniques

- Arrive early, but don't interrupt the class in session.
- Wear your business attire.
- Be enthusiastic and friendly. Use the students' names. They will consider this a sign of respect and personal interest. Reusable table tents on which the students can write their names are included in each kit.
- Be yourself. Tell the students about your early aspirations and how you got your current job. Don't let any skepticism or indifference from the students dampen your enthusiasm.
- Don't lecture for more than five to 10 minutes, and review the main points you wish to make. Use examples from your own experiences or those of the students, and avoid any use of ethnic or gender stereotypes.
- Invite questions from the students and ask them questions to keep them involved and active. Give clues if the students don't respond, but don't answer your own questions. Try to involve as many students as possible, and occasionally call on students who have not raised their hands.
- Use language the students can understand, but don't talk down to them.
- At the beginning of the session, state the behavior you expect from the students. Reinforce this by praising examples of good behavior: "I really like the way Bobby is sitting up and listening."
- Elementary school students will usually be very excitable and talkative. To get them to quiet down:
  - let them know they must raise their hands before they speak;
  - tell them they are being too loud, then wait until they are quiet to go on;
  - encourage them to listen to others;
  - speak to them in a quieter voice;
  - stop speaking until they settle down;
  - use the term "all eyes on me."
- Never criticize a student's questions. All questions deserve an honest response. If you don't know an answer, offer to find it.
- Avoid criticizing or rejecting wrong answers from the students. Instead, continue to guide students to the answer by clarification.
- Give general instructions before dividing the class into small groups.
- Circulate among small groups to answer questions and make sure the students are on task.
- Know the school's policies regarding visitors.
- Seek the teacher's advice; respect the teacher's authority and expertise in the classroom.
- Leave discipline to the teacher.
- Tailor your presentation to meet the needs of the students and the teacher.
- In any contact with students be sure the teacher, another school-sanctioned adult, a local Junior Achievement staff person, or the student's parent or guardian is present.
- Review the above tips often. But know that you'll be remembered because you cared about, were prepared for, and shared with the students.

Answers to the Pre- and Post-program Questionnaire

1. Girl
2. Water and sandwich
3. Crayons
4. Grocery store
5. Answers will vary

Master List of Materials

Listed below are the materials needed for *Our Families*. Quantities are based on a class of 30.

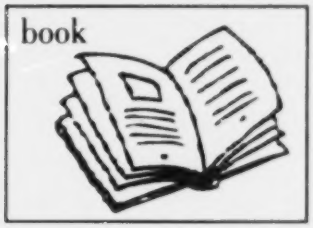
Quantity	Item	Activity				
		1	2	3	4	5
1	Guide for Consultants and Teachers	•	•	•	•	•
1	Teacher Envelope (1 Guide, 30 Junior Journals, 30 Letters Home, 1 Comments form)	•	•	•	•	•
30	Table tents	•	•	•	•	•
1	Junior Achievement banner	•	•	•	•	•
1	Our Families poster	•	•	•	•	•
30	Our Families sticker sheets	•				
30	*Our Families* student books	•				
1	*Our Families* student book (optional)		•			
6	Need/Want flashcard sheets		•			
6	Need/Want pictures		•			
30	Needs and Wants worksheets		•			
1	Floor map			•		
30	Finding our Families' Needs and Wants worksheets			•		
1	Pointer (not in kit)			•		
10	Large map symbols			•		
6	Map symbol sticker sheets			•		
4	Job scenes				•	•
30	Sheets of blank paper				•	
1	Cover for Our Families' Jobs class book				•	
1	Ready-to-Work Toolbox label					•
5	Talking Tools pictures					•
30	Talking Tools flashcard sheets					•
1	Talking Tools audiocassette					•
1	Cassette player (not in kit)					•
1	Cardboard box (not in kit)					•
30	Certificates of Achievement					•
30	Achievement pins					•
1	Comments form	•	•	•	•	•

Name:_____

Read the questions to the students. Ask them to circle one answer to each question. Make sure every student has answered each question before you go to the next.

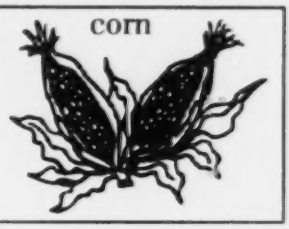
1. Which one is a family member?

book

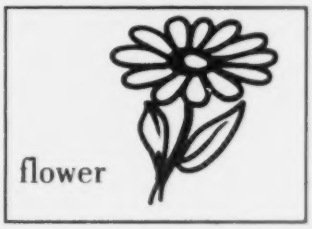


girl

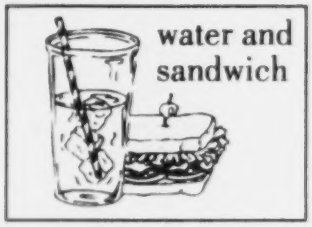
corn



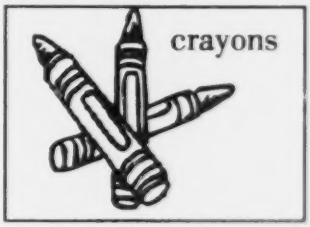
2. Which one is something you NEED?



flower



water and sandwich



crayons

3. Which one is something you WANT?

clothing

water and sandwich

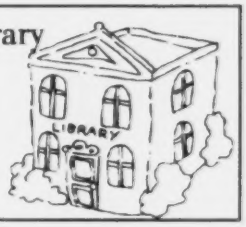
crayons

4. Where would you go to buy milk?

grocery store

flower shop

library



5. Draw a picture on the back of this page of someone working.

Notes

OUR FAMILIES

OVERVIEW

The students better understand what a family is by studying a poster. They discover how people in a family are alike and different and how they work together to make the place where they live a good place to live.

OBJECTIVES

The students will:

- identify what a family is and
- recognize how people live and work together in a family.

PREPARATION

Review the activity and the list of materials. See page 14 for a copy of the Our Families poster to help you prepare.

Discuss the activity with the teacher. Because the topic for this series of activities centers around the family, it is critical that you talk with the teacher in advance so that you will be sensitive to students' family situations.

Students vary in their reading abilities. Encourage students to read along with you so they recognize and understand the words.

Check with the teacher to see if the table tents are needed or recommended. He or she may have a preferred method that will help you remember the students' names. If you plan to use the table tents, ask the teacher to print each student's name on one before you arrive. Display the Our Families poster and the Junior Achievement banner.

The Junior Journal is designed to be a teacher-directed activity. Before the program starts, give the Teacher Envelope to the teacher. The envelope contains 1 Guide for Consultants and Teachers, 30 Junior Journals, 30 Letters Home, and 1 Comments form.

VOCABULARY

The following words may be new to the students.

family

TIME

30 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 30 Our Families sticker sheets
- 1 Junior Achievement banner
- 1 Our Families poster
- 30 *Our Families* student books

PRESENTATION

5 minutes

Introduction

Get to know the students. Tell them your name and what you do or where you work. Use words that are easy for young students to understand. Tell them how many times and when you will be visiting them. Tell them something special about yourself and something special you remember about your first years in school. Give an example of how school has made a difference in your life.

A **family** is a special group of people.

Display the Our Families poster. Explain that together you will be talking a lot about something called **family**. Print the word on the chalkboard. Pronounce it and ask if anyone can describe what a family is. Remember, the students' families may all be different. Be sure to accept all answers.

Students should know that families differ in size, age, and relationships. In fact, not all family members live together. Remember, students may consider pets "family members."

After several students have answered, explain that a family is made up of people who may be related or may live in the same place. Be sure to emphasize that families differ in many ways. Use yourself as an example. Explain that today your family is (describe the number, ages, relationships, etc.) but when you were their age your family was (describe).

20 minutes

Activity

Ask the students what types of things they do with their families. You may want to list the activities on the chalkboard. Their first examples may be only *fun* activities. Encourage the students to talk about how they help other family members.

Try to involve as many students as you can, but you will probably need to say, "We did not get a chance to hear from everyone today, but next time, we'll try to give everyone a turn."

Tell the students that today they will look at a poster that shows a lot of different types of families. Explain that it will show how they all work together and help each other to make the place where they live a good place.

Point to and pronounce each word in the title. Tell them this is a picture of a place showing where a lot of families live.

Encourage the students to talk about the poster by asking such questions as:

- What do you see in the poster?

houses	store
people	school bus
streets	children
trees	animals

As the discussion progresses, help the students discover that many different types of family members live in this place and they all seem to be helping to make it a good place.

- What do you see people doing?

a man painting	a woman feeding a cat
children playing	man delivering mail

- Would you like to live in this place?

Ask the students how they can tell that these families enjoy living here. (People are fixing things, the people look happy, etc.)

Ask the students if they would like to find out more about the families who live in this

place. With the teacher's help, give each student an *Our Families* student book. Read the title to the students. Ask the students what they think the book is about. Tell the students to open their books to page 1. Read the title again. Ask if anyone knows what will go on the blank line in the middle of the page.

Explain that if they all work together, they will be very proud of their books and will be able to write their own names on the blank lines, and then the books will be their very own. Reinforce enthusiasm. Tell the students to open their books to page 2 and to follow along with you as you read to them about some of the family members they see in the poster.

Make sure everyone is on the correct page before you begin.

As you finish each page, turn to the poster and find the person the page described. Be sure the students stay on the correct page. When you finish the book, ask:

- Did you like the book?
- Did you like learning about how families work together to have a good place to live?
- Do you see anything missing from the book? (They should discover that there are no pictures. Ask if they would like pictures in their books.)

Tell them that together you will read the book again, but this time they will add a picture to each page. Encourage excitement.

Hold up a sheet of stickers. Tell them you will give each one of them his or her own sheet of stickers to finish the books. Explain that you want them to listen carefully as you describe what to do.

- First, we will read what is written on the page.
- Second, we will find who is working on the poster.
- Third, we will find the sticker that matches who is working on the poster.
- Fourth, we will pull the sticker off the sheet and put it on top of the symbol on the page.

Explain that it is very important for everyone to work together so they will be proud of the way their books look.

With the teacher's help, distribute a sticker sheet to each student. Be sure each student has his or her book turned to page 2. Let them read with you, "Who picks up the trash? Grandpa Nash." Show the students the correct picture on the poster. Tell them to find the sticker that matches the poster picture and put it on top of the square on the page. Make sure that each student has placed the correct sticker on the page before you move to the next page.

Repeat the process with each page until the students have placed all the stickers in their books. Encourage students to work with you and not ahead of you.

As you read page 7 ("Who makes it a good place to live? We all do!"), ask the students how they know that these family members are working to make their place a good place to live. Guide them to understand that because we all work together, we make the places where we live good places. Be sure to say we depend on everyone doing their share of the work.

Once the sticker activity is complete, ask one student to take the wastebasket around the room to collect the paper from the sticker sheets.

5 minutes

Leave materials with the teacher for students who are absent today.

Summary and Review

Tell the students you are very proud of them for working together to finish their books. Because they have done such a good job, you want them to turn to page 1 and write their names on the line in the middle of the page.

Ask the students,

- Can you describe how families are different?
- How do family members work together in a family?
- How do families work together in a neighborhood?

Ask for several volunteers to collect the books so the teacher can keep them to distribute later. Leave the books open so the teacher can easily see the students' names. Explain that the teacher will give them their books to take home at the end of the day.

Tell the students that you look forward to the next session. Be sure to let them know when you will return. Have the teacher save the table tents for the next activity. Also, if you leave the poster in the classroom, there is a copy for you on page 14 to help you prepare for the next activity.

Setting Personal Goals

Tell the students that their first teachers are the members of their families. They learn at home, and they learn at school. Learning always will be an important part of their lives. That is why it is important that they go to school.

For the Teacher

Junior Journal Follow Up

The activity on page 1 of the Junior Journal is designed as a follow up to *Our Families*. Answers: top left and bottom center, top center and bottom left, and top right and bottom right.

Interdisciplinary Activities

Language Arts

▲ Have the students read a book about family relationships or family members working together. They could then read and/or share their books with their classmates. Such books might include those from World Book's "Partners in Excellence" reading list:

Read to the students *The Patchwork Quilt* by Valerie Flournay (Dial Press, 1985). A comforting sense of strong family bonds is at the heart of this story about a young black girl named Tanya and her grandmother who decides to make Tanya a quilt.

Read to the students *The Relatives Came* by Cynthia Rylant (Bradbury, 1985). The relatives come for a visit, and all the joy of the occasion is neatly captured in this picture book.

Read to the students *People* by Peter Spier (Doubleday, 1980). This full-color, illustrated book introduces young children to different peoples and cultures.

▲ Have the students talk about how they could work to make their school a good place to be. Their ideas might include:

- pick up litter
- be neat in the cafeteria
- put away supplies

Math

▲ Have the students count the number of people in their families. Create a pictograph to record their totals on the chalkboard or an overhead transparency.

▲ As a class project, have the students look at the poster and count the number of men, women, boys, girls, and infants. Have them create a pictograph to record their totals.

Science

▲ Have the students locate examples on the poster that illustrate how families can keep their neighborhoods safe and clean.

Art

▲ Have the students clip pictures of different families from magazines or store catalogs to make a collage. Title the collage "Families."

▲ Have the students draw pictures of family members and cut them out in paperdoll fashion. Using string, hang their pictures on a clothesline. This project helps the students to see their families represented in the class. Paperdolls also may be hung on a coat hanger to create a mobile.

Field Trip/Resource Speaker

▲ Take a field trip to a history museum to look at how families lived in different cultures.

MILK
BREAD
APPLES
ORANGES
BANANAS

OUR FAMILIES' NEEDS AND WANTS

OVERVIEW

The students become aware that all families must have food, clothing, and shelter to live, and they begin to understand the difference between a need and a want.

OBJECTIVES

The students will:

- explain the difference between a need and a want.

PREPARATION

Review the activity and the list of materials. See page 14 for a copy of the Our Families poster to help you prepare.

Discuss the activity with the teacher. To enhance the activity, consider bringing in pictures from magazines that illustrate needs and wants.

Students vary in their reading abilities. Encourage students to read along with you so they recognize and understand the words.

Use the table tents from the previous activity. Display the Our Families poster and the Junior Achievement banner when you arrive.

VOCABULARY

The following words may be new to the students.

need
want

TIME

30 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 1 *Our Families* student book (optional)
- 6 Need/Want flashcard sheets
- 30 Needs and Wants worksheets
- 1 Our Families poster
- 6 Need/Want pictures
- 1 Junior Achievement banner

PRESENTATION

Introduction

5 minutes

Tell the students you are glad to be back with them. Display the Our Families poster.

As a review, ask the students what they see in the poster that makes this place a good place to live. After several students respond, hold up a copy of the student book from the last activity, if you have one. Tell the students they should be proud of their work.

Read a few pages and ask a question to see how much they remember from the last session. Ask several students what they do to make the place where they live a good place. Ask them how they and other members of their families work together.

20 minutes

Activity

A **need** is something one must have. A **want** is something one would like to have.

Explain to the students that today they will learn about two important words. Print the words **need** and **want** on the chalkboard. Pronounce each word. Ask if anyone knows what the words mean.

Write **food**, **clothing**, and **shelter** on the board. Point to them as you speak.

Explain that a *need* is something that families cannot do without. They *must* have it. Tell the students that everyone has three basic needs in order to live: food, clothing, and shelter. *Food* is what you eat to be healthy; *clothing* protects you from the weather; and *shelter* protects you and gives you a place to live. Ask if they agree that families all need these things to live. Allow for responses, but try to guide students to specify *why* families need food, clothing, and shelter.

Point to the word *want*. Explain that a *want* is something that families would like to have but could do without. It is not something they must have to live. Explain that after families buy the things they *need*, they can buy the things they *want*. Remind the students that families have different wants.

Tell the students you are especially happy today because you saw an ad in the newspaper for something you want (e.g., a TV with remote control, a programmable coffeepot, a microwave oven, or a sports or hobby item). If you brought a picture of the item with you, show it to the students. Emphasize the word *want*; and ask several students to tell you something they want. As each student shares a *want*, write it on the chalkboard. Hold up one of the Need/Want pictures. Tell the students you are going to show them several pictures. After you describe each one, you want them to tell you if the picture shows a *need* or a *want*.

Explain that to give them all a chance to answer, you will hand each student two flashcards. One flashcard has the word *Need* printed on it, and the other flashcard has the word *Want* printed on it. Show the flashcards. With the teacher's help, divide the six sheets of Need/Want flashcards into strips, giving one Need/Want strip to each student. Ask each student to carefully separate his or her Need/Want flashcards.

After the flashcards are distributed, check the students' understanding. Point to the word *Need* on the chalkboard, and ask them to hold up the *Need* flashcard. Repeat the process for the *Want* flashcard.

Next, tell the students to listen carefully so they will know what to do. Give the following directions.

- Put both flashcards *face up* on your desk.
- Watch and listen carefully as I show and describe each picture.
- Please be very quiet and think about your answer while I count to three (1...2...3).
- When I say "three," hold up the flashcard you think describes the picture.
- Please keep your flashcard in the air until I tell you to put it down.

Ask if everyone understands what they are to do. Make sure that all eyes are focused on you before you begin.

Counting to three will help students to think before they speak and help you control the noise level. Most teachers use a similar technique to stop everyone from answering at once.

Go through five of the six pictures. (Save the diploma for later.) Read the description on the back as you hold up each one.

- clothing
- shelter
- food
- ball
- puppy dog

As the students identify each picture, ask several students to tell why they decided a certain way. Keep in mind that students may answer differently based on their experiences. Although one answer may be better, no answer should be considered incorrect. After each picture is shown, make sure all flashcards are placed back on the desks, face up. Do not go to the next picture until all eyes are focused on you.

After the fifth picture is completed, congratulate everyone on a job well done. Collect the Need/Want flashcards and give them to the teacher for possible use later.

Distribute the Needs and Wants worksheets to the students. Tell the students to look at the pictures and color the needs red and the wants blue. When the students have finished, collect the worksheets and give them to the teacher.

Summary and Review

5 minutes

Leave materials with the teacher for students who are absent today.

Tell the students they have done a super job today. Using the words on the chalkboard, remind them that *needs* are those things we all *must have*, while *wants* are all the things that we *would like to have*, the extra things.

Tell the students that you look forward to the next session when you will talk about *where* we go to get all the things we need and want. Be sure to let them know when you will return. Have the teacher save the table tents for the next activity. Also, if you leave the poster in the classroom, there is a copy for you on page 14 to help you prepare for the next activity.

Setting Personal Goals

Now hold up the picture of the diploma. Tell the students what a diploma is since most will not know. Explain that it recognizes their years of hard work and staying in school. Encourage them to stay in school and work hard. Ask if any students can think of reasons they might *need* a diploma, for example, to get a good job, to go to college or trade school, or to get into the military.

Ask the students, "How many of you would like to have a diploma some day?"

For the Teacher

Junior Journal Follow Up

The activity on page 2 of the Junior Journal is designed as a follow up to *Our Families' Needs and Wants*. Pictures will vary.

Interdisciplinary Activities

Language Arts

- Read to the students *A Chair for My Mother* (recommended by Reading Rainbow) by Vera B. Williams (Mulberry Books, 1982). In this story a little girl, her mother, and grandmother work together and save for the day mother can have a place to rest after work.
- Have the students read *Iva Dunnit and the Big Wind* by Carol Purdy (Dial, 1985). A hearty pioneer woman and her six children survive a tornado.
- Have the students watch a TV commercial and report the next day to the class on whether what they saw was a *need* or a *want*.

Science

- Have half the students in the class plant and grow a *need* such as green beans and the other half grow a *want* such as flowers.

Art

- Have the students cut pictures from magazines. Have them paste pictures of *needs* on one piece of paper and pictures of *wants* on another.

FINDING OUR FAMILIES' NEEDS AND WANTS

OVERVIEW

The students use a floor map to discover where members of a family would go to obtain their needs and wants.

OBJECTIVES

The students will:

- interpret map symbols,
- place various kinds of symbols for businesses and services on a map, and
- recognize how family members depend on various businesses to provide their needs and wants.

PREPARATION

Review the activity and the list of materials. See page 14 for a copy of the Our Families poster to help you prepare.

Discuss the activity with the teacher. Ask him or her in advance where you can lay the 4-x-4-foot map. Become familiar with the floor map so you can tell the students about it without having to constantly refer to the activity plans.

Students vary in their reading abilities. Encourage the students to read along with you so they recognize and understand the words.

Use the table tents from the previous activity. Display the Our Families poster and the Junior Achievement banner when you arrive.

VOCABULARY

The following words may be new to the students.

symbol

TIME

30 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 1 floor map
- 30 Finding Our Families' Needs and Wants worksheets
- 1 Junior Achievement banner
- 1 Our Families poster
- 10 large map symbols
- 6 map symbol sticker sheets
- 1 pointer to use when the floor map is discussed (not in kit)

PRESENTATION

5 minutes

Introduction

Tell the students you are glad to be back with them today. Display the Our Families poster where all can see it. Remind students that a family is a group of people who are related or live together.

Ask why it is important for people to work together in a family. Students should recognize we cannot do everything ourselves. We need each other to share the work.

Print the words *need* and *want* on the chalkboard. Ask who remembers what these words mean, and let several students respond. Remind the students that families have a lot of different *needs* and *wants* and that today they are going to learn *where* families can go to get their *needs* and *wants*.

20 minutes

Activity

The map will probably cause excitement, so give the students a few minutes to look at it.

Tell the students you have a special treat for them today. Lay the map on the floor. Have the teacher help you gather students on three sides of the map so all can see and you have room to work. Organize three rows with the first row sitting, the second row kneeling, and the back row standing.

Ask the students how many know what a map is. Allow them to respond. Tell them a map is a drawing. Tell them a map helps you find your way around. Explain that a map uses **symbols** to represent real things.

A **symbol** is a sign used instead of a word.

Write the symbol for addition (+) on the chalkboard. Say, "How many of you know what this symbol means?" Use other examples like the dollar sign ($), the equal sign (=), and the cent sign (¢).

Using a long pointer, show several symbols on the map. Ask the students if they know what the various symbols on the map mean. After a few responses, guide the students to discover the "key" at the bottom of the map. Explain that the key tells us what the symbols mean. Tell the students that they should always use the map key to identify what the symbols mean.

Point to the symbols on the map:

- police station
- fire station
- library
- apartment house
- hospital
- school
- house

Be flexible. Ask students to tell you why they think something is a *need* or *want*.

Tell the students to watch carefully because together they will discover a lot of other places that supply our families' *needs* and *wants*. With each symbol, ask the students:

- What is this place?
- What special thing does this place provide?
- Does this place provide a *need* or a *want* for a family?
- Have you ever visited a place like this? Why?

Be sure you separate the map symbols.

Begin the discovery process by showing one of the map symbols. Explain that the cards show other symbols not shown on the map. Tell them you are going to show them one symbol at a time, and you want someone to raise his or her hand and tell you:

- What is shown on the card.
- What the picture represents (garden shop, barber shop, etc.) You may need to suggest what each card represents.

Be flexible. There are many places you and your family could go to get your *needs* and *wants*. Students may interpret the symbols differently. For example, the dollar sign ($) may mean money from a bank, a currency exchange, an ATM, or a grocery store.

After someone has identified the picture, allow him or her to place the card on the map. Allow discussion with each symbol. The symbols represent:

bank	bakery	ice cream shop
garden shop	barber shop	restaurant
service station	clothing store	post office
grocery store		

After all the cards have been placed on the floor map, have the students return to their seats. Tell the students they now will make their own maps. Separate the stickers at the perforations. Each student should receive two rows (17 stickers). Distribute the Finding Our Families' Needs and Wants worksheets and the stickers. Encourage the students to think carefully before they place their symbols on the map. Give them five minutes to finish their maps. Review the map by asking such questions as:

- If you and your family *need* or *want* ice cream, where do you go to buy it?
- Which symbol represents ice cream?

Repeat the questions for each symbol.

Remind the students that some of the places represented by symbols are called businesses. They provide our families' *needs* and *wants*. Tell the students that during your next visit they will learn more about how some of these places help families.

Summary and Review

5 minutes

Ask the students if they and their families would like to live in a place that has all these businesses and services. Why? Do they think any businesses or services are missing from the map? Which ones? The students may want to add a few handmade cards to the map to localize it.

Leave materials with the teacher for students who are absent today.

Tell the students you have really enjoyed looking at the floor map with them and finding out about the businesses that provide their families' needs and wants. Tell them that next time you will talk about their families' jobs. Encourage them to ask their family members to share something about their jobs or something they do before

your next visit. Have the teacher save the table tents for the next activity. Also, if you leave the poster in the classroom, there is a copy for you on page 14 to help you prepare for the next activity. Be sure to let the students know when you will return.

Setting Personal Goals

Remind the students that they will be learning all of their lives. Ask them,

Do you want to learn?

Where do you need to go if you want to learn?

Emphasize that going to school and doing their best will help them learn.

Junior Journal Follow Up

The activity on page 3 of the Junior Journal is designed as a follow up to *Finding Our Families' Needs and Wants*. Answers will vary.

Interdisciplinary Activity

Language Arts

Have the students watch TV commercials and identify where they would go to find products advertised.

Have the students read *Something Special for Me* by Vera B. Williams (Greenwillow, 1983). Rosa's search for the right birthday present is a serious matter in this strong family story.

Art

Have the students draw pictures of people, cars, trucks, etc. to add to the neighborhood map.

- Have the students ask their parents to help them find maps that use map keys. Design a bulletin board display of what the students find.

Field Trip/Resource Speaker

- Take the students on a walking trip of the neighborhood. When they return, have them draw symbols of the businesses they saw to add to their neighborhood map.

- Take the students on a field trip to a local business that produces a need or a want—a dairy farm, toy manufacturer, water filtration plant, etc. When you return, discuss how this product or service is a *need* or a *want*.

OUR FAMILIES' JOBS

OVERVIEW

The students learn how jobs provide for family members' *needs* and *wants*. They draw pictures of family members doing jobs.

OBJECTIVES

The students will:

- explain the difference between a *need* and a *want* and
- identify where people work at jobs.

PREPARATION

Review the activity and the list of materials. See page 14 for a copy of the Our Families poster to help you prepare.

Discuss the activity with the teacher. Ask for his or her assistance in deciding the best way to bind the book; e.g., stapled or hole-punched and tied with yarn. Use a ball point pen to write on the cover.

Students vary in their reading abilities. Encourage students to read along with you so they recognize and understand the words.

Use the table tents from the previous activity. Display the Our Families poster and the Junior Achievement banner when you arrive.

VOCABULARY

The following words may be new to the students.

job

TIME

30 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 4 job scenes
- 30 blank paper sheets
- 1 Our Families poster
- 1 *Our Families' Jobs* class book cover
- 1 Junior Achievement banner

PRESENTATION

Introduction

5 minutes

Tell the class you are glad to be back with them today. Ask if anyone can tell you some things you have talked about during your previous visits. Review the concept of family and the importance of family members working together. For review purposes, point to the poster and ask, "Do you see family members working together?" Allow time for several responses.

Remind the students that last time as you pointed to different symbols on the map, you talked about how these places provided a family's *needs* and *wants*. Tell them that today they are going to learn more about the jobs that family members do and where their jobs are.

20 minutes

Activity

A **job** is work that needs to be done.

Ask what a job is. Allow several students to respond. Explain that a **job** is work that needs to be done.

Remind them that family members often have different jobs. Explain that every job is important. Tell them that family members often earn money for their jobs. The money they earn pays for the things they need and want. Explain that you are going to show them a picture of someone doing a job to earn money. You want them to first look silently at the picture then tell you where this type of job takes place.

The selection of four job scenes includes:

- doctor examining a child
- hair stylist cutting hair
- mechanics repairing a car
- baker holding a tray of doughnuts

Show one picture at a time. Let the students look at the picture silently. Then ask:

- What do you see in the picture?
- Where does this job take place?

Additional questions may include:

- Have you ever been to a place like this?
- Does anyone in your family do this job?
- Does anyone you know do this job?

CAUTION: Some family members may stay home to care for the house and/or children. Others may have an office in their homes.

Remind the students there are a lot of jobs available to family members. Tell them that the jobs they do help make the place where they live a good place. Explain that you are going to give each of them a blank sheet of paper. Tell them they can use pencils or crayons. Ask them to draw a picture of themselves, a family member, or someone they know doing a job.

Tell them you will give them about five minutes to complete their pictures. When they finish, you will collect the pictures and put them inside a cover. Hold up *Our Families' Jobs* for everyone to see. Explain that the book will show the jobs that family members do or a job they do to help their families.

Watch the time. As you walk around to encourage the students' efforts, you may need to help them write on their pictures who the person is and what he or she is doing. Ask the teacher to help you.

5 minutes

Summary and Review

Leave materials with the teacher for students who are absent today.

Have the students write their names on their pictures. If time allows, have several students describe their pictures for the class. Collect all the finished pictures and place them inside the cover.

Give the book to the teacher. He or she may choose to bind the book or display the pictures. Tell the students that you are very proud of them for working together to make their class book.

Have the teacher save the table tents for the next activity. Also, if you leave the poster in the classroom, there is a copy on page 14 to help you prepare for the next activity. Be sure to let the students know when you will return.

Before you leave, check to be sure you have enough Achievement pins and Certificates of Achievement for your last visit. Also, obtain an up-to-date class list from the teacher so you can prepare the certificates.

Setting Personal Goals

Hold up each of the four job scenes. Discuss some of the special training these people need for their jobs. Ask the students, "Where will these people be trained? Where will they acquire the skills they need?" Ask the students, "What do you want to do when you grow up?" Encourage the students to see the relationship between jobs and what they learn in school.

For the Teacher

Junior Journal Follow Up

The activity on page 4 of the Junior Journal is designed as a follow up for *Our Families' Jobs*.
Answer: JOB.

Interdisciplinary Activities

Language Arts

- Read to the students and discuss the jobs in *Li'l Sis and Uncle Willie* by Gwen Everett (Rizzoli International Publications, 1991). This is the story of a girl whose uncle, a painter, visits for the summer. Another book, *My Baby Brother* by Harriet Hains (Dorling Kindersley Inc., 1992), describes a child's "jobs" within her family as she helps her younger brother.

- Collect an assortment of small tools and equipment. Put them in a box so students cannot see them in advance. As you pull items from the box, ask, "What is this?" "Who would use this in his or her job?"
  Some items to collect might include:
  -flashlight -screwdriver
  -bandage -camera

Math

- Divide the class in half and alternate teams asking the students to name a job. Write each job on the chalkboard under the team name and count how many jobs the students were able to identify.

Art

- Have the students come dressed as the worker they drew a picture of in the activity or simply make a hat that represents the job.

Field Trip/Resource Speaker

- Ask people in the school building, (e.g., the custodian, the cook, the principal, the counselor, the school nurse, the school clerk, etc.) to come to the class and briefly tell the students about their jobs.

- Make a chalkboard list of the jobs students want to do when they grow up. Have the class vote on three to five that they would like to know more about. Invite representatives to speak to the class.

- Invite parents to tell about their jobs.

BEST COPY AVAILABLE

OUR FAMILIES' TOOLS

OVERVIEW

The students learn about important skills people need for the workforce. They identify and describe some common tools and associate them with the skills each requires.

OBJECTIVES

The students will:

- become familiar with the meaning of tools and skills; and
- recognize that using tools on the job requires such skills as reading, writing, using numbers, and listening to others.

PREPARATION

Review the activity and the list of materials. See page 14 for a copy of the Our Families poster to help you prepare.

Discuss the activity with the teacher. If Achievement pins and Certificates of Achievement will be distributed at the end of the class, check with the teacher in advance to determine how they should be distributed. Make sure you have signed each certificate and correctly spelled each student's name.

Obtain a cardboard box to use as the Ready-to-Work Toolbox. The box should be large enough to accommodate an 8½-by-11-inch label. Affix the label so that it can be seen by the students. If you can, obtain the actual tools to put in the box.

Consider playing the audiocassette rather than reading the poems. The objective of the audiocassette is to build listening skills. You will need to arrange for a cassette player and to have it ready in the classroom before the session begins.

Use the table tents from the previous activity. Display the Our Families poster and the Junior Achievement banner when you arrive.

VOCABULARY

The following words may be new to the students.

skill
tool

TIME

30 minutes. Ask the teacher to help you watch the time.

MATERIALS

- 30 table tents
- 1 Our Families poster
- 4 job scenes from Our Families' Jobs
- 30 Talking Tools flashcard sheets
- 1 cardboard box (not in kit)
- 1 Junior Achievement banner
- 1 Ready-to-Work Toolbox label
- 5 Talking Tools pictures
- 1 audiocassette of *Talking Tools*
- 1 cassette player (not in kit)
- 30 Achievement pins
- 30 Certificates of Achievement

PRESENTATION

Introduction

5 minutes

Tell the students you are glad to be back with them today. Remind them that you talked about families' jobs in earlier classes. Display the Our Families poster.

Ask, "What are some of the jobs we talked about?" (Allow for one or two responses.)

Use the set of four job scenes to review some of the jobs. Use the poster to help the students identify additional jobs.

Tell the students you have a surprise for them. Show them the Ready-to-Work Toolbox. Have them read the words on the box with you as you point to each word.

Ask, "What do you think is inside this box?" (Let one or two students guess.)

Explain that the box contains tools for certain jobs—like the jobs they talked about before.

A **tool** is something that helps you work. (A hammer helps you pound a nail into wood.)

Say, "Let's pretend the tools can talk."

Write **tool** and **skill** on the chalkboard and then ask the class:

A **skill** is knowing how to do something. (Being able to use a hammer to hit a nail and not your hand.)

- What is a tool?
- What is a skill?

Activity

15 minutes

Take the pictures of the tools out of the box one at a time. As you hold up a picture of each tool, ask the students the following questions:

- What is this?
- Who might use this tool? (If the students don't know the answer to this or the next question, tell them they soon will find out.)
- What skill does a person need to use it?

Display the pictures so that all the students can see them. Tell the class the tools are going to introduce themselves one by one.

Tell the students to listen carefully.

Place the cassette player within your reach to turn on and off during the activity. Start the audiocassette to begin Part 1 of the *Talking Tools* poem. (If you prefer, you may read the poem.)

After each tool talks, stop the audiocassette and ask the students to:

- Identify the picture of the tool that is talking.
- Say the tool's name.

Talking Tools (Part 1)

Pick us up to add a little spice.
When you bake a cake or something nice.
To be ready to work with us you'll need
To know how to measure as well as to read.
What am I? (measuring spoons)

Press me tightly to your chest
I'll keep your health its very best.
To be ready to work with me you'll read
Lots of books about skills you'll need.
What am I? (stethoscope)

I am one, but I'm a pair.
I cut paper, and I cut hair.
To be ready to work with me takes skill
At clipping and snipping and holding still.
What am I? (scissors)

I loosen things up. I tighten them down.
I grab them tight and turn them around.
To be ready to work with a tool like me
Knowing my size is a skill, you see.
What am I? (wrench)

My eyes are numbers. My jaw opens wide.
All my money fits safely inside.
To be ready to work with me takes skill
Like making change for a $10 bill.
What am I? (cash register)

Stop the audiocassette.

When all the tools have "talked," ask the class how many tools (5) they heard.

Give each student one sheet of Talking Tools flashcards. Ask the students to separate the flashcards along the perforations and lay them out in front of them.

Say, "The name of each tool is below the picture." You may want to review the names of the tools.

Say, "Each tool is going to talk to you again. Listen carefully. After the tool talks, I will stop the tape. Then, on the count of three, please hold up the picture of the tool that just talked."

Start the audiocassette. Begin Part 2 of the *Talking Tools* poem. The order of the tools has been changed. Let only the wrench talk, then turn off the tape. Start to count,

"one . . . two . . . three!"
Be sure that all the students are holding up the flashcard with the picture of the wrench.

Ask the students the following questions:

- What is this tool? (Wrench)
- Who uses this tool? (A mechanic.)
- What must you know how to do to use this tool? (Encourage various answers.)

Have the students return their flashcards to their desks. Then, repeat the process for each of the other four tools.

Talking Tools (Part 2)

I loosen things up. I tighten them down.
I grab them tight and turn them arround.
To be ready to work with a tool like me
Knowing my size is a skill, you see.
What am I? (wrench)

Pick us up to add a little spice.
When you bake a cake or something nice.
To be ready to work with us you'll need
To know how to measure as well as to read.
What am I? (measuring spoons)

My eyes are numbers. My jaw opens wide.
All my money fits safely inside.
To be ready to work with me takes skill
Like making change for a $10 bill.
What am I? (cash register)

Press me tightly to your chest.
I'll keep your health its very best.
To be ready to work with me you'll read
Lots of books about skills you'll need.
What am I? (stethoscope)

I am one, but I'm a pair.
I cut paper, and I cut hair.
To be ready to work with me takes skill
At clipping and snipping and holding still.
What am I? (scissors)

5 minutes

Leave materials with the teacher for students who are absent today.

Summary and Review

Tell the students about one of the tools you use on your job and what skill you need to use that tool. Let the students keep the Talking Tools flashcards. Encourage them to take the pictures home and tell someone in their families about the talking tools. Encourage them to ask their family members what tools they use in their jobs and what skills they need to use those tools. Tell the students you have enjoyed being with them, and urge them to do whatever they can to make the place where they live a good place.

Setting Personal Goals

Explain to the students that all jobs require people to use various tools. Emphasize that we have to learn important skills if we are going to use tools and do our jobs.

Ask, "What can you do to learn some of these skills?" (Go to school.)

Ask the students to identify tools they would like to use. Have them identify skills they will need to use those tools. Ask them to explain how school will help them learn those skills.

5 minutes

PROGRAM CLOSURE

Tell the students that because of their excellent participation during your series of visits, you are going to present each with an Achievement pin and a Certificate of Achievement. According to arrangements with the teacher, distribute the pins and certificates. Make sure the students understand the importance of what they have been studying. They should realize why you thought it was important to visit and work with the class.

Junior Achievement®

PURPOSE

To educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

To accomplish this we value:

Integrity

We use the highest ethical standards to make decisions that maintain our customers' trust and respect.

Respect for the Individual

We value people for their diverse and unique contributions to our organizational efforts.

Personal Development

We provide and encourage opportunity for our students, volunteers, and staff to grow personally and professionally.

Enterprising Spirit

We value energetic and imaginative pursuit of ideas to create, innovate, and improve our products, performance, and services.

Teamwork

We value individual initiative within teams.

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Junior Achievement

Student Materials

Our Families

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Junior Achievement, Inc.
Colorado Springs, Colorado

Junior Achievement

Talking Tools (Tape)

Our Families

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Junior Achievement, Inc.
Colorado Springs, Colorado

Letter Home

Junior Achievement has developed programs for elementary, middle, and high school students. This program—*Our Families*—will help students to understand what work is and how it gives us the money we need to buy the things we want. A volunteer from your community will present several lessons, stressing the importance of education and skills needed in the workplace.

We are sure your child will benefit from our program and, we hope, will join in other Junior Achievement programs.

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LETTER HOME—Teacher Envelope

Junior Achievement®

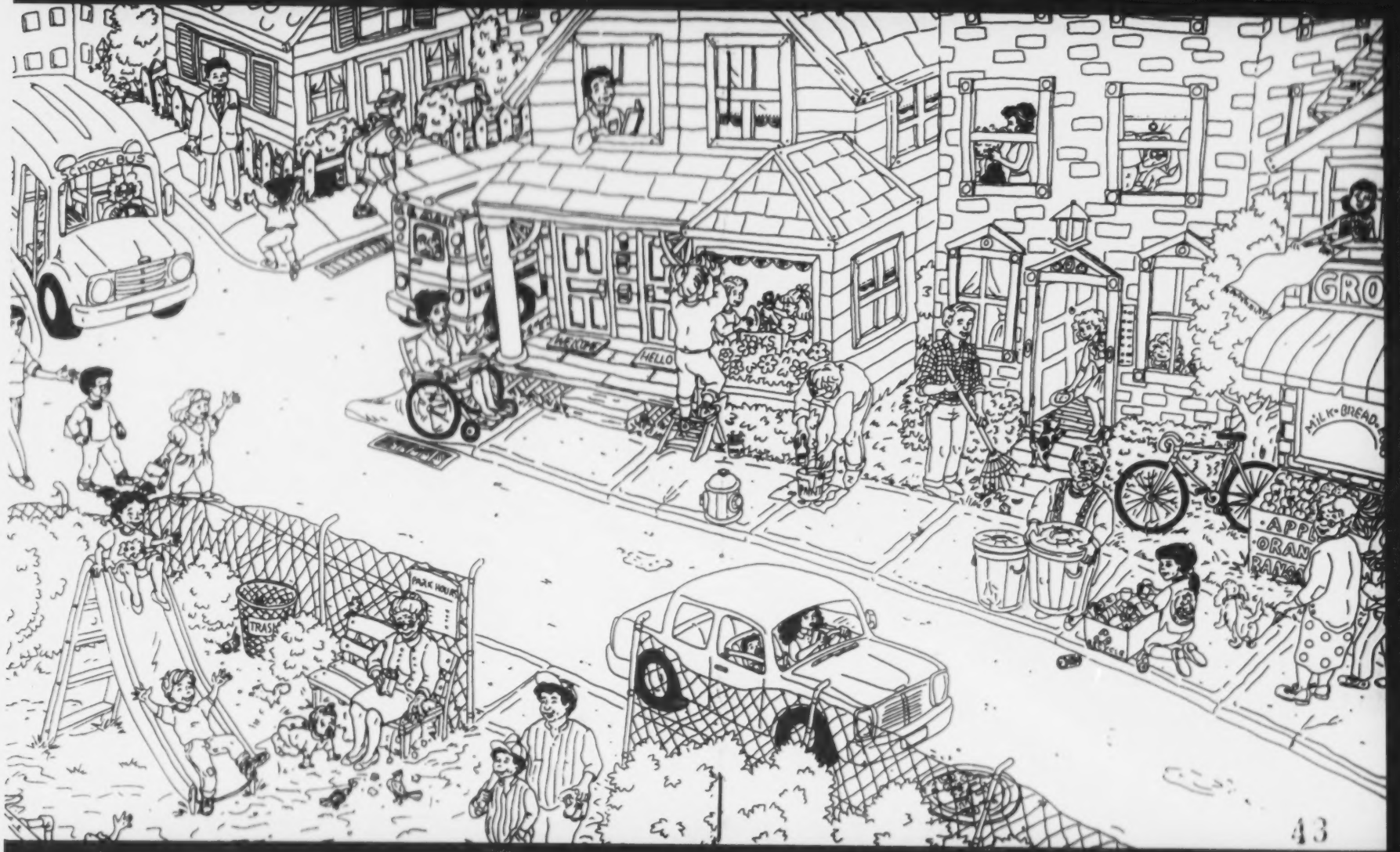
What Is Junior Achievement?

Junior Achievement is a not-for-profit organization that serves young people through its partnership with the business and education communities. Its purpose is to educate and inspire young people to value free enterprise, understand business and economics, and be workforce ready.

How Do I Get Involved?

All of Junior Achievement's programs are delivered in classrooms by volunteers like you. To find out more information, contact your local Junior Achievement office

BEST COPY AVAILABLE


SCHOOL BUS
BAKERY
HELLO
PARK HOURS
TRASH
MILK • BREAD
APP
ORAN
BANA

Our Families

By

_____

(Student Name)

Junior Achievement®

Who picks up the trash?

Grandpa Nash

Who meets the children at the bus?

Cousin Gus

Who puts away each toy?

The girl and boy

Who collects every bottle and can?

Sister Ann

Who carries Grandma's groceries home?

Brother Jerome

Who makes it a good place to live?

We all do!

Junior Achievement

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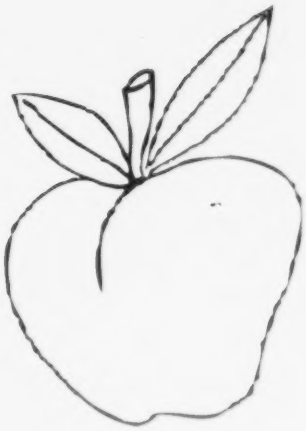
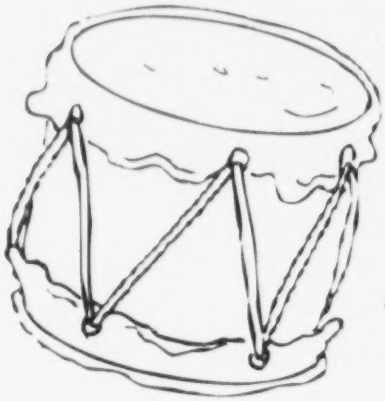
FAMILY STICKERS – Activity 1

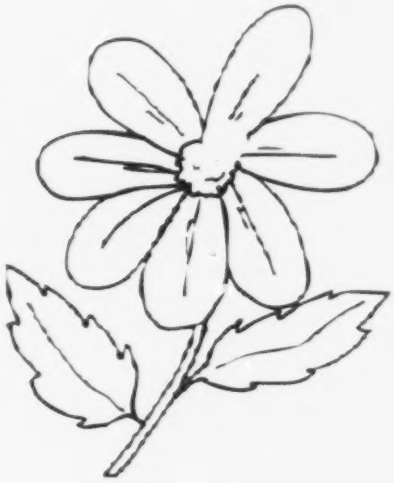
Name: _____

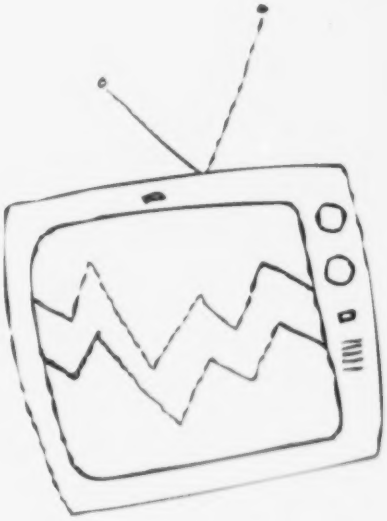
Needs and Wants

Color the needs red. Color the wants blue.









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NEEDS AND WANTS WORKSHEET—Activity 2

Need	Want
Need	Want
Need	Want
Need	Want
Need	Want

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WANT

Puppy Dog

Someone to play with after school.

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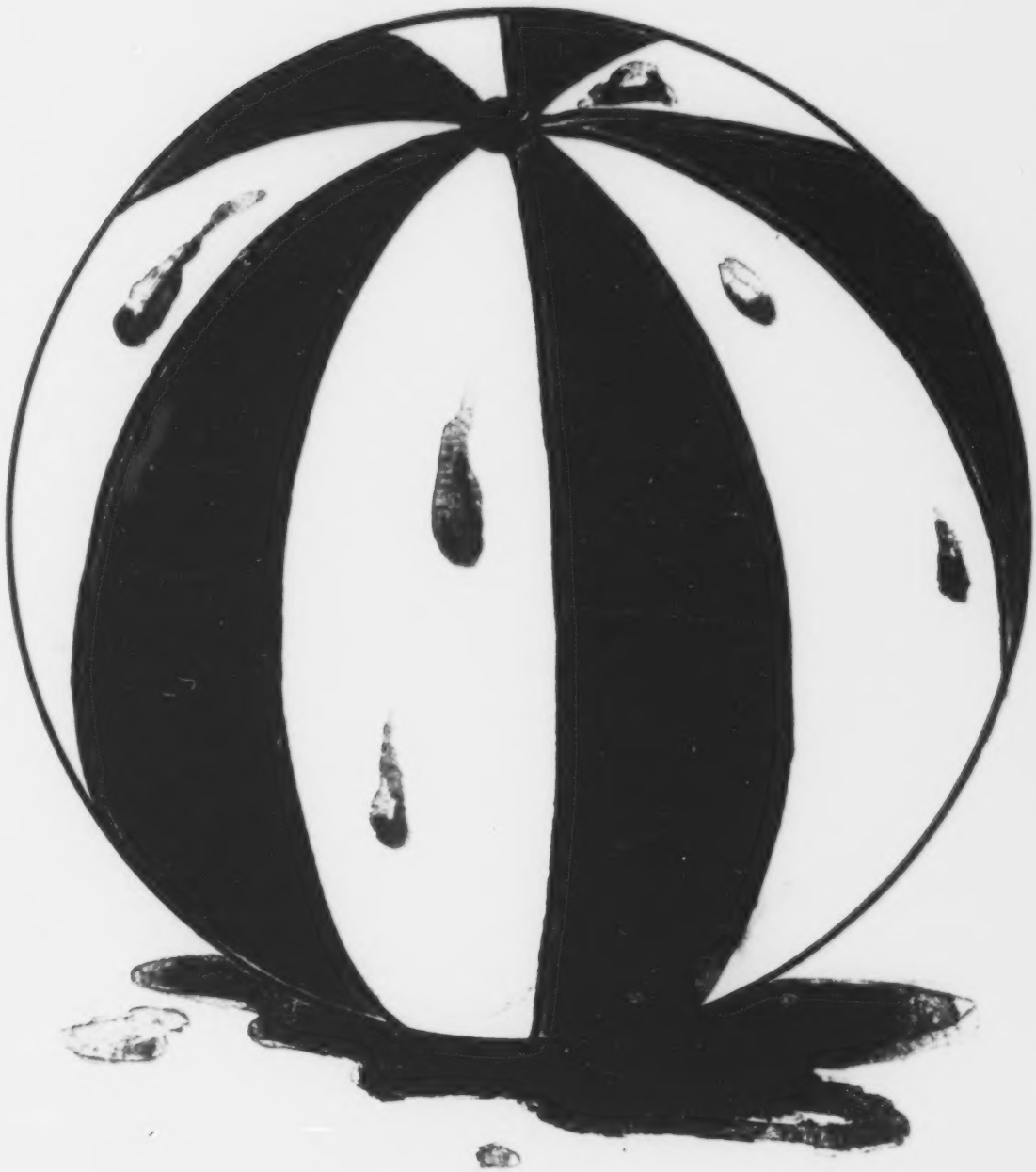
NEED/WANT PICTURES—Activity 2



WANT

Ball

Something to play with.

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NEED/WANT PICTURES—Activity 2

MILK
MILK

Food

Something to eat when you are hungry and something to drink when you are thirsty.

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NEED/WANT PICTURES—Activity 2

Shelter

Somewhere to live.

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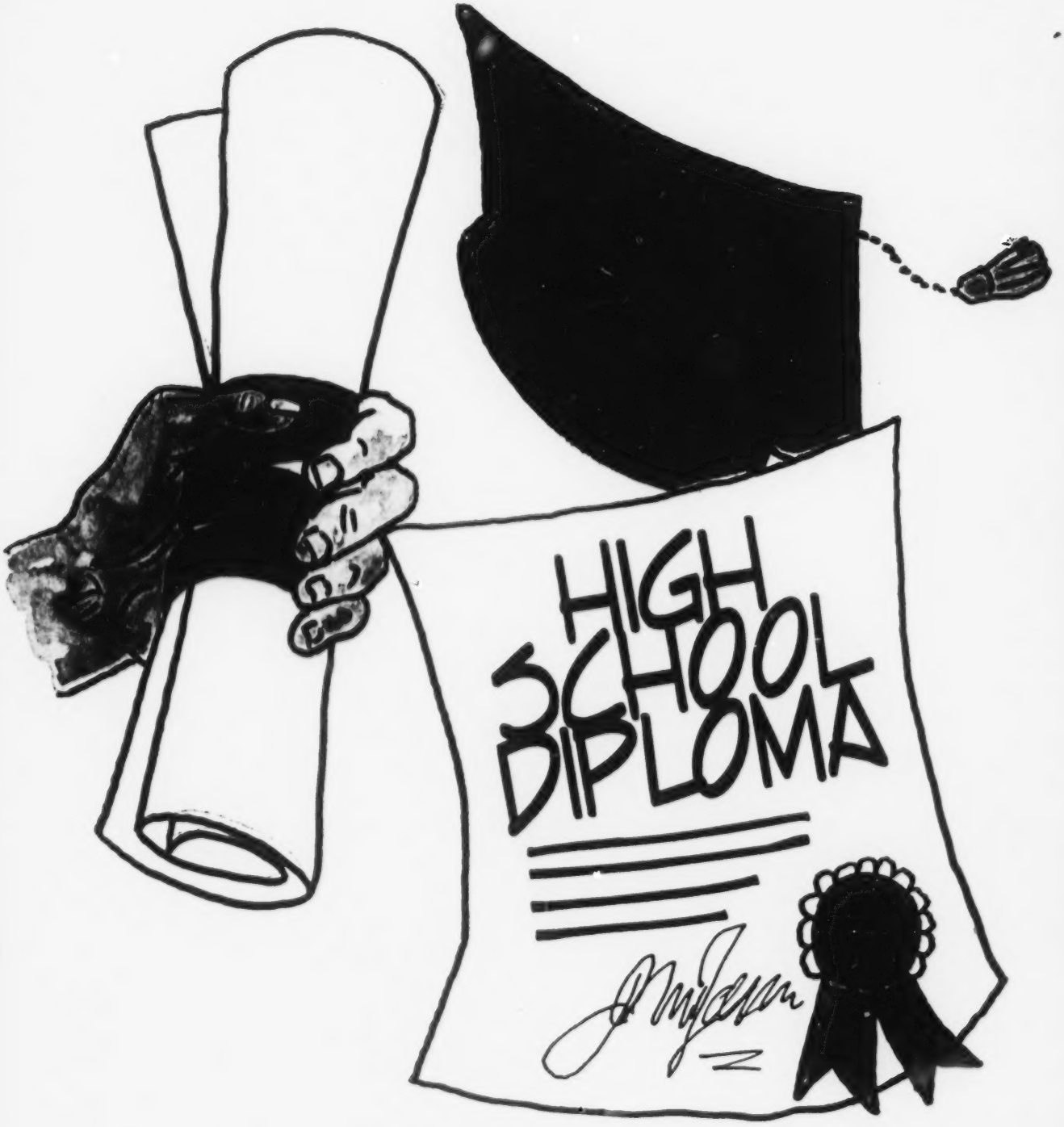
NEED/WANT PICTURES—Activity 2


HIGH
SCHOOL
DIPLOMA

High School Diploma

(Discuss in your own words why the students should WANT a high school diploma and why they will NEED the diploma to get into college, trade school, the military, and many jobs.)

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NEED

Clothing

Something to wear.

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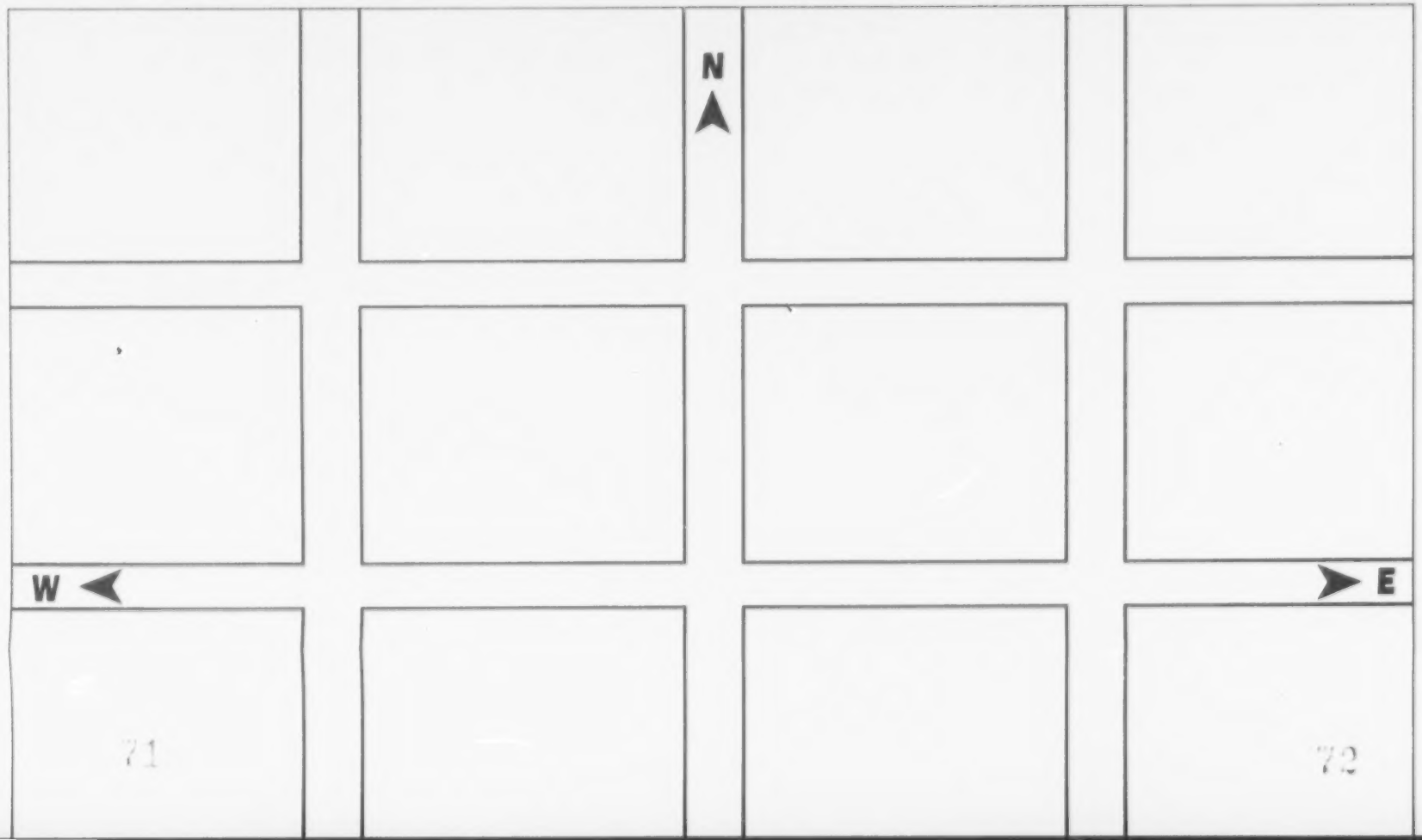
NEED/WANT PICTURES—Activity 2

Name: _____

Finding Our Families' Needs and Wants

Place the stickers on the map to show where you find your families' needs and wants.



KEY:

- HOSPITAL
- SCHOOL
- LIBRARY
- POLICE STATION
- FIRE STATION
- HOUSE
- APARTMENT

Junior Achievement

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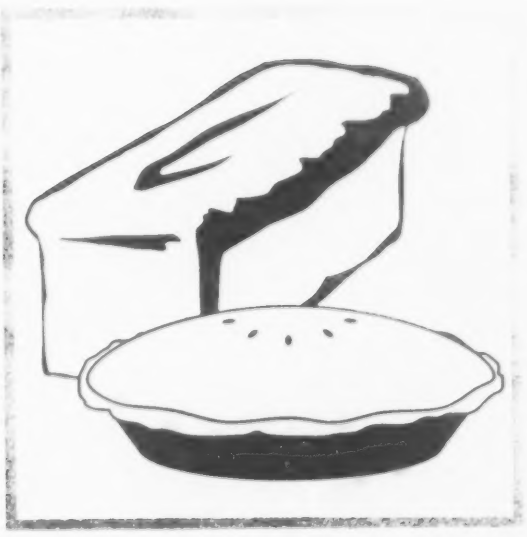
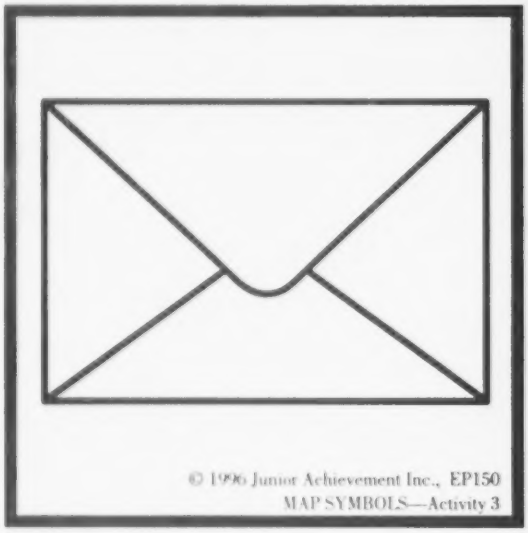
MILK





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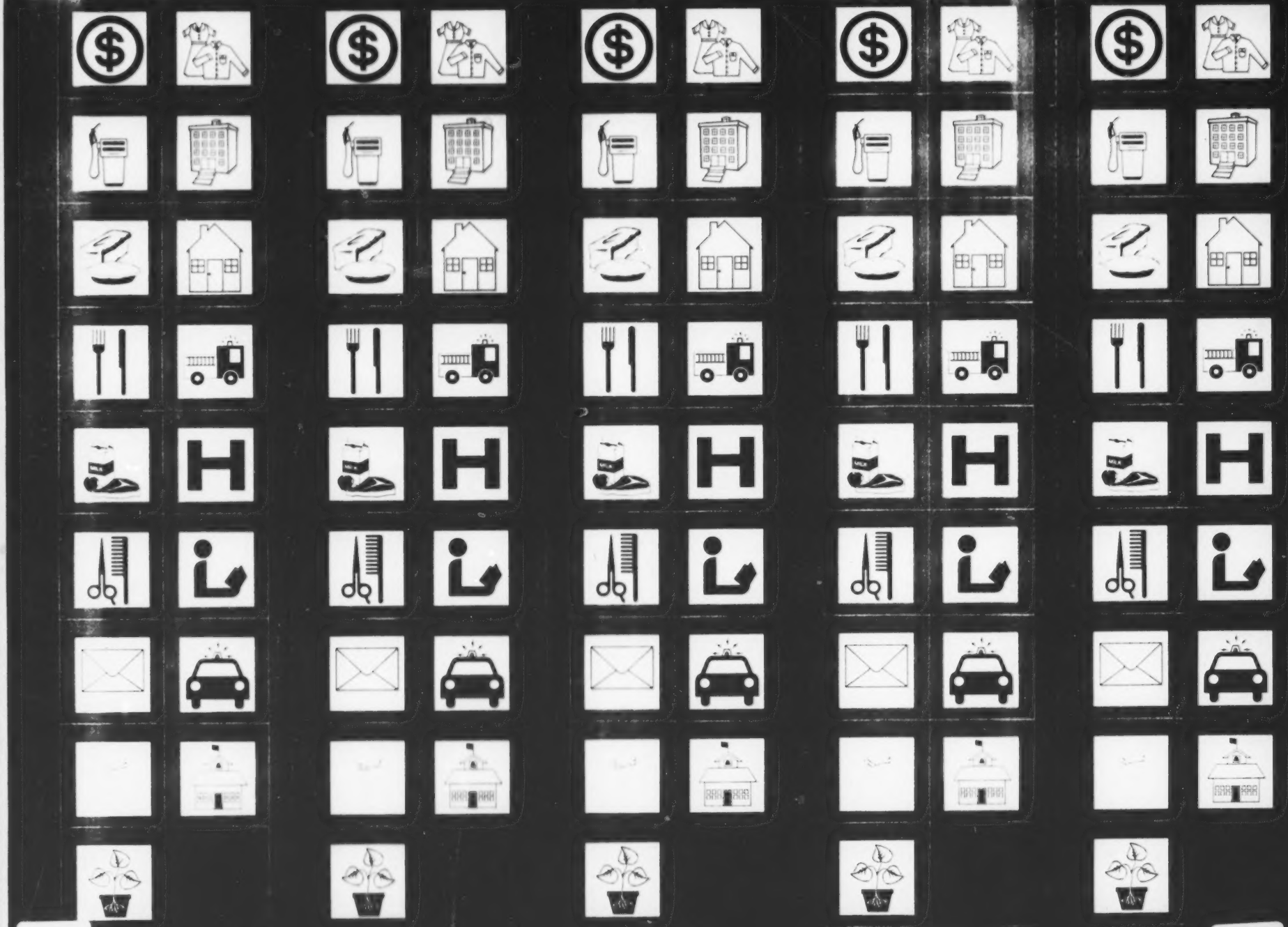
MAP SYMBOLS—Activity 3



Junior Achievement

Our Families' Jobs

By

_____

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JOB SCENES—Activities 4-5

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JOB SCENES—Activities 4-5

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JOB SCENES—Activities 4-5

Stethoscope

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TALKING TOOLS PICTURES—Activity 5

Measuring Spoons

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TALKING TOOLS PICTURES—Activity 5

Scissors

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TALKING TOOLS PICTURES—Activity 5

Wrench

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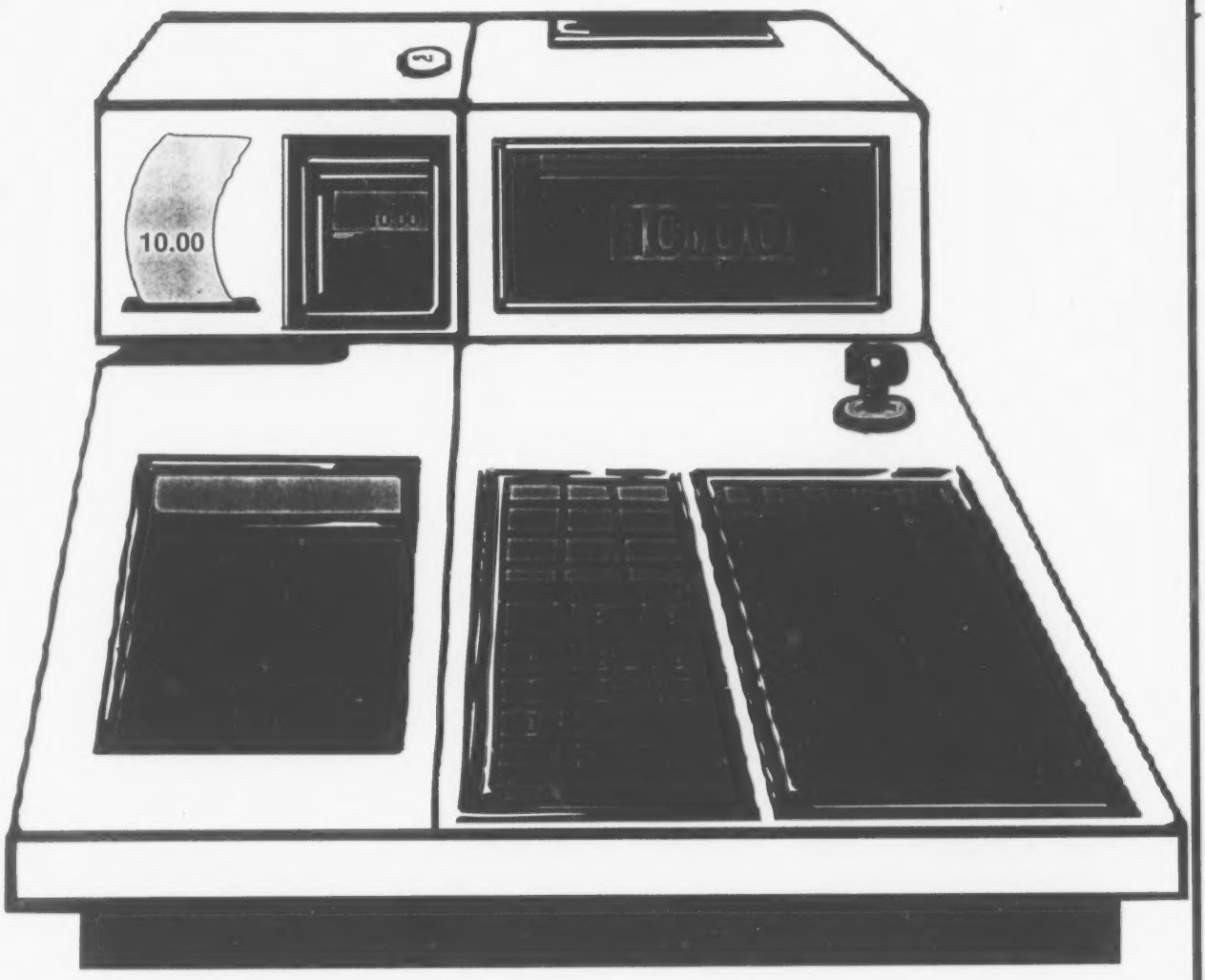
TALKING TOOLS PICTURES—Activity 5



Cash Register

Junior Achievement

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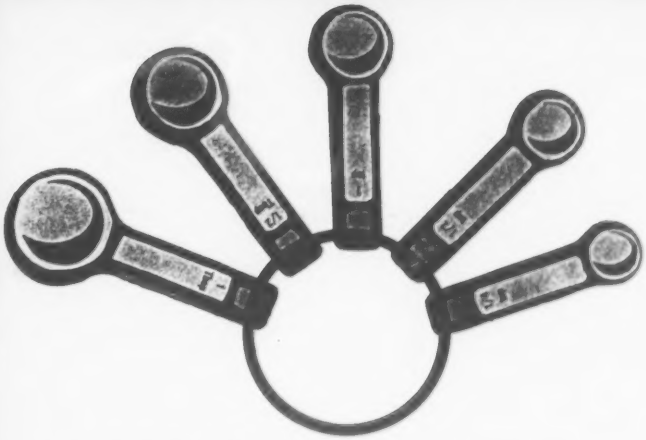

Measuring Spoons

Stethoscope

Scissors

Wrench

Junior Achievement®

TALKING TOOLS

Instructions: Take the cards apart.

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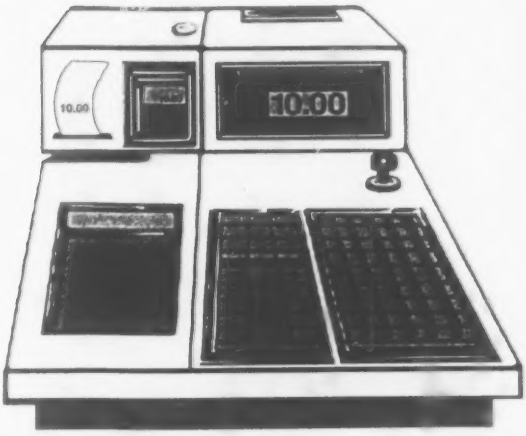
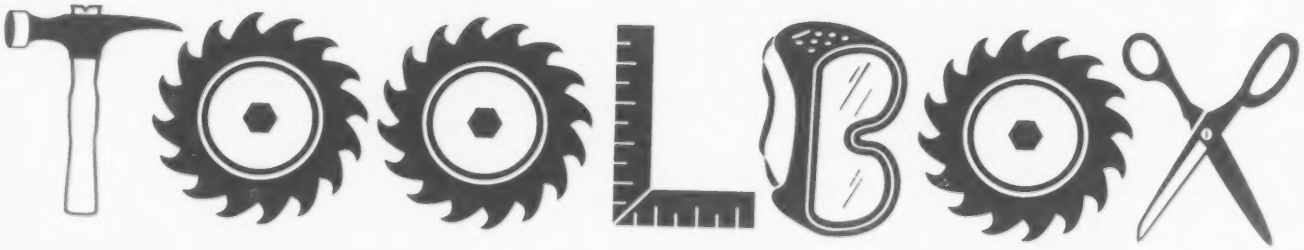
TALKING TOOLS FLASHCARDS—Activity 5



Cash Register

Ready-to-Work



30

31

Junior Achievement

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READY-TO-WORK TOOLBOX LABEL - Activity 5

Junior Achievement

Name: _____

Junior Journal

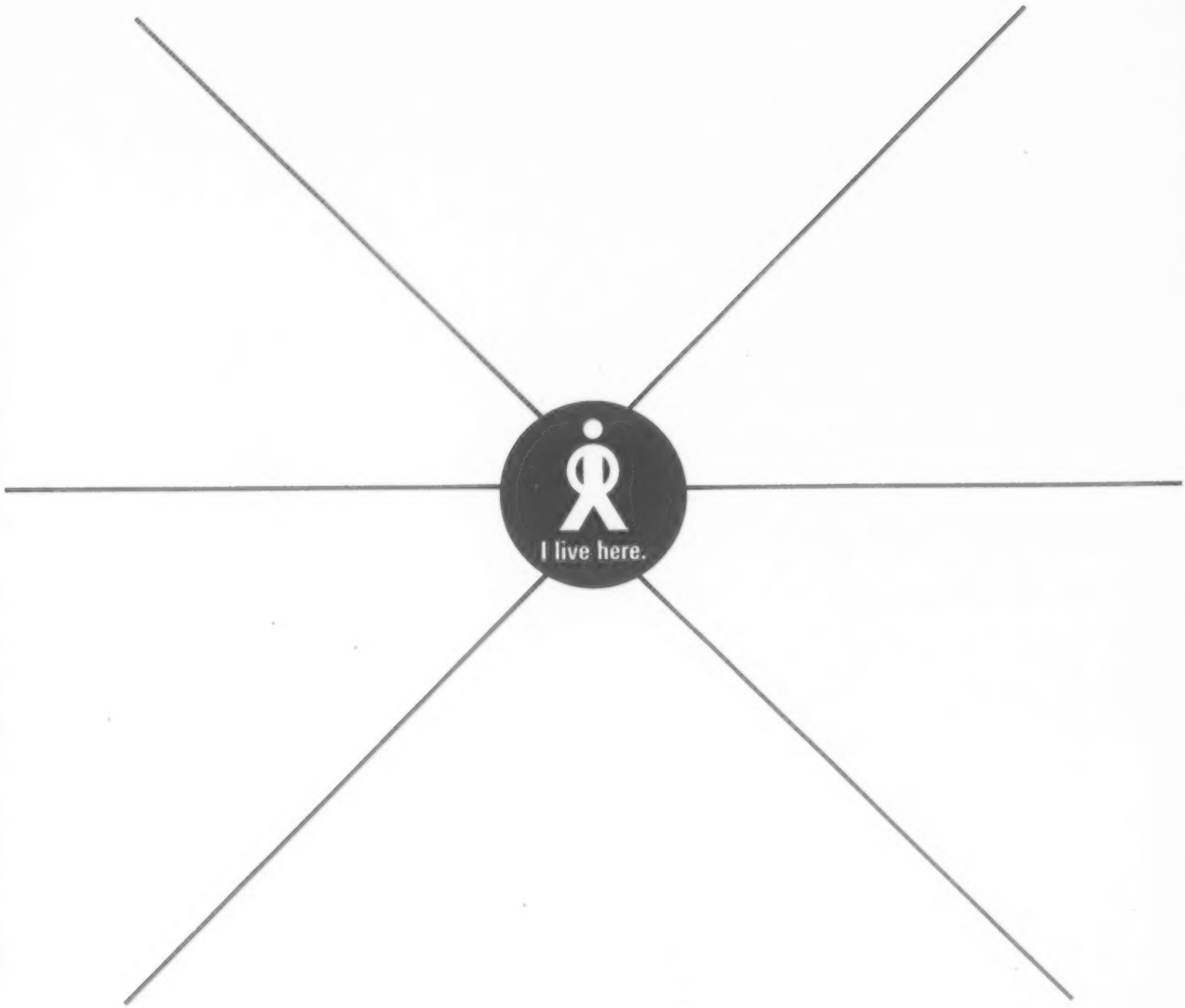
Our Families

Draw a line to connect the family members who belong together.
Color the pictures.

Draw a picture of something you need.

Draw a picture of something you want.

Draw symbols to show where you go to get needs and wants.



94

Look at the pictures. Decide each person's job.
Write the first letter of each job below the picture.

Judge

Officer

Businessperson

_____ _____ _____

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JUNIOR JOURNAL—Activities 1-

Certificate of Achievement

_____
Name

_____
School

has successfully completed

OUR FAMILIES®

_____ _____
Consultant Teacher

_____
Date

Junior Achievement

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